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ABSTRACT

An annotated bibliography concerning the socialization of students to the professional role of an occupation is presented. The literature deals with graduate and professional schools as socializing agencies and reflects disagreement concerning the relative importance of faculty student interaction, student culture, preexistent student characteristics, and program structure. Some sociologists question whether professional socialization occurs at all in the educational setting. Since major studies of medical education in the 1950's, the research in professional socialization has consisted primarily of small-scale empirical studies, and little comparative work has been attempted. (SW)

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# OCCUPATIONAL SOCIALIZATION IN GRADUATE AND PROFESSIONAL EDUCATION

## An Annotated Bibliography

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# OCCUPATIONAL SOCIALIZATION IN GRADUATE AND PROFESSIONAL EDUCATION

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## INTRODUCTION

In Socialization after Childhood Orville Brim defined socialization as "the process by which individuals acquire knowledge, skills, and dispositions" that enable them to participate as effective members of groups and the society (p.3). Psychologists and psychiatrists tend to stress the importance of childhood socialization; sociologists, however, argue that socialization is a life-long process. Adults do have experiences that alter their personality and behavior. Throughout their lives people are affected by the socializing influences of friendship groups, occupational groups, and a variety of voluntary associations.

Students of adult socialization have been concerned with the nature of the process and with the structural characteristics of a variety of formal organizations engaged in the socialization of adults. The literature described in this bibliography deals with graduate and professional schools as socializing agencies. While there is an extensive body of literature dealing with graduate education--its organization, curriculum, and role in American society--and a similar mass of material on occupations and professions, relatively little attention has been devoted to professional and occupational socialization in graduate and professional schools.

In 1956 Everett C. Hughes wrote in Men and Their Work, "Professional education involves replacement of stereotyped images by more subtle, complex, and even ambiguous perceptions of the professional role." Sociologists have directed their attention to this process. Early research on professional socialization was marked by a series of studies on medical education, the first initiated by Robert K. Merton in 1952, culminating in the publication of The Student Physician, and the second by Howard Becker a few years later, resulting in the publication of Boys in White. These landmark studies remain the major research in this area and embody the conflicting interpretations of the occupational socialization process which continue to dominate the literature.

Merton and others of his persuasion argue that the student's socialization to the professional role takes place through informal contacts with faculty and peers. Merton's research team projects a picture of professional socialization in which the student progresses incrementally from junior colleague to professional, gradually acquiring the skills, values, and attitudes that will enable him to fill the physician role. Becker, on the other hand, concludes that students are socialized to the student role rather than the professional one. Lines between faculty and student are sharply drawn, and student development occurs primarily in contest with authority.

As Samuel W. Bloom points out, both of these views may reflect reality, representing divergent structural arrangements and diverse consequences. As the works cited in the bibliography demonstrate, disagreement continues to exist on the relative importance in the socialization process of faculty-student interaction, student culture, preexistent student characteristics, and program structure. Some

sociologists question whether professional socialization occurs at all in the educational setting. Much is yet to be learned about variables in the structure and process of socialization that make for similarities and differences in professionals within a given profession or across professional lines, and the long-range effect of the socialization which may occur in graduate education has been given very little attention. Since the major studies of medical education in the 1950's, the research in professional socialization has consisted primarily of small-scale empirical studies, and little comparative work has been attempted.

## BIBLIOGRAPHY

Alutto, J.; Krebiniak, L.; and Alonso, R., "A Study of Differential Socialization for Members of One Professional Occupation." Journal of Health and Social Behavior 12 (June 1971):140-7.

Analyzes questionnaire responses from senior nursing students in three educational settings: associate degree programs, hospital-affiliated diploma schools, and baccalaureate university-affiliated schools of nursing. Concludes that personality characteristics of students in the three programs differ on variables of interpersonal trust and authoritarianism. Graduating nurses from associate, diploma, or baccalaureate programs do not differ, however, in terms of cognitive commitment to professional nursing, employing organizations, and clinical specialties.

Becker, Howard S.; Geer, Blanche; Hughes, Everett C.; and Strauss, Anselm L. Boys in White: Student Culture in Medical School. Chicago: University of Chicago Press, 1961.

Describes characteristics of the culture of the medical school at the University of Kansas, students' adaptation to this culture, and variations in student responses toward medical education and the medical profession. Data was gathered through participant observation and interviews. Study concludes that "students do not take on a professional role while they are students," largely because denial of responsibility makes it clear to them that they are not doctors. The study also reports a significant shift in student values from idealism to a sense of expediency. As graduation nears, Becker argues that a more knowledgeable idealism emerges.

Becker, Howard S., and Carper, James, "The Elements of Identification with an Occupation." American Sociological Review 21 (June 1956): 341-7.

Discusses the nature and functioning of identity in conduct, specifically the identification of an individual with his work. The study was based on interviews with graduate students in philosophy, physiology, and mechanical engineering. Comparison of the three groups suggested four elements in work identification: occupational title and attendant ideology, commitment to particular organizations or institutional positions, commitment to task, and significance for position in society. Identification patterns within the three groups showed a considerable degree of consistency, suggesting functional and causal relationships.

Becker, Howard S., and Strauss, Anselm, "Careers, Personality and Adult Socialization." American Journal of Sociology 62 (November 1956):253-63.

Examines the interrelationship of institutions and persons in career movement. Discusses recruiting, replacement, training, schooling, organization needs, and career building as linked to personal identity.

Bledstein, Burton J. Culture of Professionalism: The Middle Class and the Development of Higher Education in America. New York: Norton, 1976.

Traces the rise of the professional class and the concomitant growth of higher education in America. Bledstein argues that professionalism is an ingenious native solution to a conflict between democratic ideals and the lust for power.

Bloom, S. W., "The Process of Becoming a Physician." Annals of The American Academy of Political and Social Science 346 (March 1963): 77-87.

Reviews the studies on the socialization of medical students, interpreting the theoretical perspectives and outlining emerging directions of inquiry. Discusses conflicting views of faculty influence on student development in the Merton and Becker studies. Bloom suggests that the approval and respect of classmates, rigorous study, and task definition in scientific terms are effective mechanisms for developing the attitude of "detached concern."

_____. "The Sociology of Medical Education." The Milbank Memorial Fund Quarterly 43 (April 1965):143-84.

Reviews the origins of research in the sociology of medical education and discusses the theoretical and empirical findings of various researchers. Includes an extensive bibliography.

Bragg, Ann Pieffer. The Socialization Process in Higher Education. ERIC/Higher Education Research Report No. 7. Washington, D.C.: American Association for Higher Education, 1976; Bethesda, Md.: ERIC Document Reproduction Service, ED 132 909, 1977.

Considers ways in which institutional and student characteristics interact to produce distinctive learning environments and to encourage a sense of identity in students, a process which takes place on both the graduate and undergraduate levels. Bragg discusses the role of faculty student interaction and student subculture in developing goal consensus as described in the research literature on professional socialization.

Brown, E. Richard, "Professional Orientations of Graduate Students and Determinants of Membership in the Graduate Student Union at the University of California." Bethesda, Md.: ERIC Document Reproduction Service, ED 038 945, 1970.

Graduate students in five departments at the University of California at Berkeley were interviewed regarding their professional, academic, and political orientation. Their

attitudes on political and academic issues were correlated with their identification as students or as scholars and their membership in the union of employed graduate students at Berkeley. A substantial proportion of the sample rejected the traditional ends of professionalism and norms of the academic world. Author predicts an increasing rejection of academic norms and values by young professors.

Bynum, Jack; Presnall, Nancy; Nembauer, Dave, "Sociology as a Profession: A Graduate Seminar for Anticipatory Socialization." Teaching Sociology 4 (January 1977):193-202.

Contends that sociology students are not socialized for survival in the professional world of competitive employment, institutional politics, and "publish or perish" requirements. Describes a graduate seminar on "sociology as a profession," designed to ease transition between the role of graduate student and that of professional sociologist.

Caplovitz, David. "Student-Faculty Relations in Medical School: A Study of Professional Socialization." Ph.D. dissertation, Columbia University, 1961.

Study is based on questionnaire data from faculty and students in an outstanding Eastern medical school. Faculty surveyed were those selected by students as role models; students those judged by faculty to be particularly promising physicians. Basic finding is that acquisition of technical competence is given much more emphasis than acquisition of medical values at this stage in the socialization process.

Carper, James W., and Becker, Howard S., "Adjustments to Conflicting Expectation in the Development of Identification with an Occupation." Social Forces 36 (October 1957):51-6.

Describes how three groups of students--in philosophy, mechanical engineering, and physiology--handled the problem of assuming an occupational role. Shows that conflict does not come in assuming an occupational identity but centers around disparities between parental and occupational expectations.

Carroll, J. W., "Structural Effects of Professional Schools on Professional Socialization: The Case of Protestant Clergymen." Social Forces 50 (September 1971):61-74.

Examines the effects of different types of theological seminaries on the outcomes of professional socialization. Carroll's findings support his hypothesis that the operative goals of theological schools, expressed in their social climate, affect the development of theological orientation as a part of socialization into ministry.

Coombs, Robert H. Mastering Medicine: Professional Socialization in Medical School. New York: Free Press, 1978.

Reports on Coombs' study of an entire class of medical school students throughout the four years of training, using interviews, psychological tests and attitude scales, and observation. Thesis is that medical students' personal growth results from struggling to master developmental tasks. "Challenging obstacles serve as

catalysts for role-relevant behavior." Lack of structured opportunities to discuss subjective side of medical school experience adversely affects student adjustment.

Creager, John A. The American Graduate Student: A Normative Description. ACE Research Report 6 (October 1971). Washington, D.C.: American Council on Education; Bethesda, Md.: ERIC Document Reproduction Service, ED 055 546, 1972.

Presents extensive data on graduate students, their backgrounds, current status, experiences, attitudes, and expectations. Survey was jointly sponsored by the Carnegie Commission on Higher Education and the American Council on Education.

Cryns, Arthur G., "Social Work Education and Student Ideology: A Multivariate Study of Professional Socialization," Journal of Education for Social Work 13 (Winter 1977):44-51.

Three socioideological measures were administered to 136 social work students, assessing their attitudes toward human nature and their explanations of poverty and affluence in human lives. Graduate students were found to score significantly more negatively and more conservatively than undergraduates. Males in particular saw poverty as a result of personal failure rather than of chance or social structure. Previous social work experience was found to be unrelated to the traits measures.

Elliott, P. The Sociology of the Professions. London: Macmillan, 1972, pp. 78-91.

Surveys recent writing and research on professional socialization. Emphasizes the continuity of the various experiences to which the individual is exposed through processes of recruitment, selection, and socialization. Argues that students act within situations, according to requirements and relationships of those situations, but that immediate situational problems cannot be isolated from students' beliefs about their future career and its demands.

Fong, Stanley. "Psychologists in the Making: A Study of the Professional Socialization of Graduate Students in Psychology." Ph.D. dissertation, State University of New York at Buffalo, 1973.

Analysis focuses on the way students change as they take on the novice role in the social system of graduate school and how they adjust the system to fit their needs and predispositions. When the neophytes passed their prelims, they showed greater distance from the student role and began to think of themselves as psychologists, showing greater satisfaction, involvement, and identification with their role in the educational system. Clinical students were more dissatisfied with their academic education but found greater fulfillment of their occupational aspirations and personal needs than non-clinical students.

Gee, Helen, H., and Glaser, R. J., eds. The Ecology of the Medical Student. Evanston, Ill.: American Medical Colleges Association, 1958.

Highlights the diversity of medical students in socioeconomic backgrounds, values, aptitudes, and achievement levels. Students

in medical schools tend to be more alike at graduation, however, than are graduates in other fields. Discusses the psychological effects of medical training on students' attitudes towards self, patients, faculty members, and medicine as a vocational choice.

Gottlieb, David, "Processes of Socialization in American Graduate Schools." Social Forces 40 (December 1961):124-31.
Study focuses on the way in which departmental climate and faculty-student integration are related to changes in career preferences of graduate students. Integration with the faculty disposes the student toward change and raises the probability of opportunities to discuss career plans with faculty members. Cues imparted by faculty have a significant effect on the direction of change in career preference, particularly in orientation toward research.

Hall, Douglas T., "The Impact of Peer Interaction During an Academic Role Transition." Sociology of Education 42 (Spring 1969):118-40.
Focuses on the role of graduate student interaction during the general examination phase of a university doctoral program. Study finds a positive correlation between peer interaction and examination performance, particularly in small departments and among students of low and moderate levels of ability. Situational, interactional, and individual variables moderate the link between peer interaction and performance in a career socialization setting.

Heiss, Ann M., "Today's Graduate Student--Tomorrow's Faculty Member." AAUP Bulletin 55 (December 1969):432-4.
In the late 1960's traditional socializing influences of academia were being resisted by a substantial proportion of doctoral candidates in the ten leading graduate schools. Heiss describes the students surveyed as highly independent and autonomous, tending to press for structural modification in the university and interested in research with a "mission orientation."

Helfrich, M., and Quarantelli, E. L. The Professionalization of the Dental Students: Intent and Reality. New Haven, Conn.: College and University Press, 1974.
Reports the major observations and conclusions of a longitudinal study of the professionalization process undergone by dental students. Describes characteristics of dental students, their student subculture, and changes in the cultural, social, and personality characteristics of students during the course of their training. Authors report that dental students experience slight loss of commitment and little change in their view of dentistry or of their potential role in the field. Students are critical of faculty, do not develop collegial relationships with faculty, and are impersonal with patients. Authors support the view that "educational setting forces a student to adjust to it but has little effect otherwise in turning recruits into professionals."

Hill, C. E., "Graduate Education in Anthropology: Conflicting Role Identity in Fieldwork." Human Organization 33 (Winter 1974):408-12.

In learning the social roles of an anthropologist, a student is expected to learn the subject matter of the discipline, exhibit commitment to its values and ideology, and to experience its major ritual, fieldwork. From her personal experience, Hill suggests the fieldwork situation may cause a student to experience role conflict in regard to his ability and competence as an anthropologist as a result of incomplete socialization or over-socialization to the discipline. Hill questions the necessity for a stressful, isolated fieldwork education for the fledgling anthropologist.

Hitchman, Gladys Symons. "The Professional Socialization of Women and Men in Two Canadian Graduate Schools." Ph.D. dissertation, York University (Canada), 1976.

Analyses the effects of gender in graduate education and reports that women do not experience the socialization process in the same manner as men. Findings of the study indicate that women encounter status contradictions, experience discriminatory treatment, and suffer more stress than men.

Kadushin, C., "Professional Self-Concept of Music Students," American Journal of Sociology 75 (November 1969):389-404.

Multivariate analysis of the effects of professional activity and the conservatory in the development of professional self-concept, based on a survey of students at Juilliard and the Manhattan School of Music. Much of the effect of musical conservatory training is not through the interaction of teacher and student but through the acquisition of skills which are prerequisite for professional work and for symbolic rewards. Kadushin's findings indicate that music students who do not engage in professional performance activities do not generally acquire a high self-concept.

Katz, Joseph, and Hartnett, Rodney T. Scholars in the Making: The Development of Graduate and Professional Students. Cambridge, Mass.: Ballinger Publishing Co., 1976.

Presents a series of papers summarizing and analyzing research on the process by which certain individuals become part of the professional and intellectual elite in the United States. Research was based on interviews and questionnaires involving students in biochemistry, business, English, law, and psychology. Examines reasons for attending graduate school, key elements in the graduate educational process, and implications of the process for individual development and societal needs. Hartnett examines the varying academic environments students encounter and shows marked differences between departments, which lead to quite different effects on students.

Khleif, B. B., "Professionalization of School Superintendents: A Sociocultural Study of an Elite Program." Human Organization 34 (Fall 1975):302-8.

Paper is based on participant observation and interviews with students in one of the original eight training programs for

school superintendents in the Cooperative Program in Educational Administration. Professionalization is defined as resocialization or acquisition of a new identity. Components of the resocialization process in this program were establishment of group identity, status reduction leading to status enhancement, development of a uniform and somber style of dress, redefinition of and relabeling of oneself in relation to others, adoption of a new ideology, and contact situations that served as rites of passage to build trainee's confidence and competence.

Larson, Magali Sarfatti. The Rise of Professionalism: A Sociological Analysis. Berkeley: University of California Press, 1977.

Defines professionalization as the attempt "to translate one order of scarce resources--special knowledge and skills--into another, social and economic reward." Studies historical patterns related to the establishment of professional elites. Author contrasts medical profession, with its considerable autonomy in relation to the users of its services, to professions such as social work and education in which professionals are less able to influence the market. Sarfatti-Larson finds the educational system to be of major importance in fostering professionals' shared ideology and in helping to maintain a social climate in which their special knowledge and position are rewarded. Length and intellectual character of training give professional socialization its strength, in the author's view.

Levinson, Daniel, "Medical Education and the Theory of Adult Socialization." Journal of Health and Social Behavior (December 1967):253-64).

Discusses theoretical limitations of Becker's Boys in White and suggests a general framework within which diverse studies of professional socialization could be interrelated. Emphasizes need for multiple approaches to such studies, combining the perspectives of sociology and psychology.

Loewenberg, Peter, "Emotional Problems of Graduate Education." Journal of Higher Education 40 (November 1969):610-23.

Treats graduate education as an emotional rather than an intellectual experience. Proposes a Freudian conceptualization of the graduate process as one of transference regression to earlier situations and fantasies of childhood, particularly in respect to authority. Effects are particularly pernicious because they are largely unconscious and unanalysed. The five traumas forming the graduate student's ordeal are helplessness, dangerous rivalry, fear of incorporation, examinations, and final separation anxiety. Faculty frequently encourage dependence, placing a premium on the ability to conform.

Lortie, Dan C., "From Laymen to Lawmen: Law School Careers, and Professional Socialization." Harvard Educational Review 29 (Fall 1959):352-69.

Discussion stems from a study of early career development among Chicago attorneys. Examines relationships of types of law schools to career opportunities. Lortie maintains that the

opportunity to engage in roles closely approximating those of the full-fledged practitioner is important in the development of a professional self-image. He suggests that such opportunities for law students are limited and that the law school's role in the development of a professional self-concept is minimal.

MacDonald, John, "The Topmost Layer: An Examination of the Purposes and Functions of American Graduate Schools." Comparative Education 2 (June 1966):151-66.

Critical analysis of the formal and informal purposes of American graduate schools, as shaped by certain features of undergraduate education and American culture. McDonald posits that the graduate school aims to produce a new type of man, an "integrated intellectual servant." The successful graduate student is to adopt a new identity and assimilate a special style of intellectual and social functioning. These institutional expectations are never clearly articulated, but the desired attributes include work-puritanism, narrow specialization, and avoidance of normative judgment.

Merton, Robert K.; Reader, George; and Kendall, Patricia A. The Student Physician. Cambridge: Harvard University Press, 1957.

A sociological approach to medical education in which students' attitudes, experiences, and changes are studied as they progress through the medical school program. Some historical background is presented, as well as a section devoted to comparison of medical and law students. The medical school is viewed as part of an orderly developmental process. The study portrays a faculty approach in which students are already regarded as colleagues. The student culture maintains communication networks, clarifies standards, and controls behavior on the basis of norms and values shared by faculty and students.

Metz, Louise E. "The Graduate School as a Socializing Agency: A Pilot Study of Sociological Aspects of Graduate Training in the Physical Sciences." Ph.D. dissertation, Cornell University, 1961.

Examines the social processes and mechanisms through which students learn non-technical components of the scientist's role. Concludes that the following variables might be influential: association with faculty who have power to dispense punishment, informal student culture, departmental structure, first-hand experience with research. Initial variation in student attitudes toward science cause these social processes to have a differential effect.

Miller, Stephen J., "Exchange and Negotiated Learning in Graduate Medical Education." Sociological Quarterly 7 (Autumn 1966): 469-79.

Discusses the two major approaches to the study of the sociology of medical education, the one stressing acquisition of appropriate values and attitudes and the other the learning of requirements for situational adjustment. On the basis of his study of interns and medical students at Boston City Hospital, Miller postulates that the behavior of physicians during various phases of professional preparation is influenced by "immediate

contingencies of the work setting as well as the general prescriptions of the professional world." The behavior of medical students is a product of interaction between people as well as the program of medical education. Exchanges negotiated are related to the circumstances of the work setting, which mediate and modify professional norms.

Mix, Marjorie. "Toward a Theory of Socialization into the Academic Profession." Ph.D. dissertation, State University of New York at Buffalo, 1971.

Describes and analyzes the process of graduate professional education in relation to the formation of occupational identity, commitment to field of study and group values, demonstration of appropriate behavior, acceptance by the group as a fellow professional, and indication of competence by the exercise of independent judgment. Students tend to view conformity to expectations as a survival mechanism. They do not emphasize continuous professional practice as a goal and generally commit themselves to degree completion only at the point of no return.

Moore, Wilbert E., "Occupational Socialization." In Handbook of Socialization Theory and Research. Edited by David A. Goslin. Chicago: Rand McNally, 1969.

Formal educational systems preparing young adults for the world of work convey the formal requirements and the rules of conduct appropriate to a particular occupation. Classroom preparation is reinforced by some form of on-the-job training and association with significant others, peers or adult role models, who exemplify the norms. Suffering is a prominent component of training for occupations with a collective identity and strong attention to standards of performance. Initiates are put through a set of tasks that are difficult and/or unpleasant. Success is accorded most entrants, but failure is a realistic possibility. These painful experiences are shared with others, creating a "fellowship of suffering." The individual who successfully learns the language and skills of a profession and survives the ordeals of his training emerges with an internalized occupational commitment and an identification with the professional collective, the "brotherhood."

Olesen, Virginia L., and Whittaker, Elvi W., "Adjudication of Student Awareness in Professional Socialization: The Language of Laughter and Silences." Sociological Quarterly 7 (Summer 1966): 381-96.

Analysis of faculty-student interaction in small groups and how such interaction fosters student awareness of their new role. Observation of faculty-student conferences in baccalaureate nursing education revealed the function of laughter in saving the person and sustaining the structure while affording modes of criticism and consensus.

Olesen, Virginia L., and Whittaker, Elvi W. The Silent Dialogue: A Study in the Social Psychology of Professional Socialization. San Francisco: Jossey-Bass, 1968.

Analyzes the socialization of student nurses, on the basis of seven years' data collection and study. Primary research tool was participant observation, with the added element that the investigators examined their own reactions and influences as well as those of the subjects. Research methodology occupies much of the authors' attention in the book. Olesen and Whittaker view the student as an active, choice-making factor in her own socialization. They emphasize the shrewdness, humor, and ironies of "studentmanship" and also consider the parallel processes of adult socialization with which nursing students must deal.

Ondrack, D. A., "Socialization in Professional Schools: A Comparative Study." Administrative Science Quarterly 20 (March 1975):97-103.

Compares entering and graduating students from three similar schools of nursing having varying degrees of consistency in profession-relevent attitudes among teachers, staff nurses, and head nurses. An environment of relatively consistent attitude and role model cues for students appears to encourage more pronounced socialization among students than an environment of low consistency.

Pavalko, Ronald M., and Holley, J. W., "Determinants of a Professional Self-Concept among Graduate Students." Social Science Quarterly 55 (September 1974):462-77.

Study focuses on graduate teaching assistants in a large university and identifies the effects of a variety of experiences and conditions on the development of professional self-concept. Role-enactment, length of exposure to graduate training, perceived success in professional tasks, and career expectation have been uncovered as important elements in socialization in previous studies. Autonomy and previous experience are the variables examined here. While autonomy does not have a strong independent effect on self-concept, it interacts with role-enactment, exposure, and perceived success to become an important part of the socialization process.

Pavalko, Ronald M. Sociology of Occupations and Professions. Itasca, Illinois: F. E. Peacock Publishers, 1971, pp. 90-100.

Reviews the literature on occupational socialization in graduate and professional schools. Suggests that divergent models, such as those of Becker and Merton, reflect diversity of socialization contexts within the same profession. Desired results of the training process, as decreed by members of the profession, and characteristics of aspirants to the occupation combine to create unique socialization problems and conflicts. Pavalko emphasizes that occupational socialization is not universally successful in producing the effects deemed desirable by those who control the training.

Pease, John, "Faculty Influence and Professional Participation of Doctoral Students." Sociological Inquiry 37 (Winter 1967):63-70.

Postulates that much of graduate students' professional behavior is a result of interaction with faculty. The study shows that student participation in professional activities

during doctoral training is associated with the amount of informal contact with faculty and the amount of encouragement received from faculty. Pease suggests, however, that student conformity to faculty influences does not necessarily guarantee socialization.

Quarantelli, E. L., "Faculty and Student Perceptions in a Professional School." Sociology and Social Research 49 (October 1964):32-45.

Analyzes values of faculty and students in dental school. Comparison of freshmen and sophomore dental students found that entering students already had professionally desired images and values in salient areas. Any changes in nontechnical values and beliefs did not appear to stem from exposure to faculty.

Reid, Angus Edward. "Professional Socialization and the Effect of the Professional School: The Case of Dental Education in Canada." Ph.D. dissertation, Carleton University (Canada), 1974.

Assuming faculty as a major source of influence in professional school, Reid postulates students' adoption of faculty attitudes will vary directly with the degree of faculty consensus, the proportion of students who view faculty as supportive, and inversely with the size of the school. His study found limited support for the first hypothesis, substantial support for the second, considerable support for the third.

Rosen, Bernard C., and Bates, Alan P., "The Structure of Socialization in Graduate School." Sociological Inquiry 37 (Winter 1967):71-84.

Identifies structural features of socialization in graduate education, focusing on the central role of the teacher as a socializing agent and the student as a neophyte. Important determinants of effectiveness of the socialization process are the degree of consensus on goals of socialization and means for achieving them among those who operate the school or department and the degree of compatibility between goals of teachers and students.

Sherlock, B., and Morris, R. Becoming a Dentist. Springfield, Ill.: C. C. Thomas, 1972.

Reports the results of a longitudinal study of the socialization of students in three California dental schools. Authors report declining interest in specialization and academic dentistry and reduction of ethical concern over the four years of dental school.

Shey, Thomas H. "The Professional Socialization of Social Work Students: How Length of Schooling, Prior Work Experience, and Other Variables, Affect Some Aspects of the Professional Socialization of Graduate Social Work Students." Ph.D. dissertation, New School for Social Research, 1969.

Examines the way in which graduate students in social work view their schools, training programs, and the social work profession. Social work students scored consistently lower than other graduate students on most questions relating to professional identification. The average student-trainee is

socialized by his previous work history as much as by the two-year period of study. Social work is generally less successful than other programs in imparting a sense of professional pride and identification with the field and its professional norms.

Simpson, Ida Harper, "Patterns of Socialization into Professions." Sociological Inquiry 37 (Winter 1967):47-54.

A general hypothesis of sequential patterns of socialization into a profession is illustrated with data on collegiate student nurses gathered through participant observation and questionnaires. The first phase involves the transformation of the novice's lay conceptions of the occupation into the technical orientation of the insider, a process promoted by the emphasis professional schools place on technical mastery. The second phase occurs in on-the-job training relationships with senior colleagues, who become significant others. The final phase involves the internalization of professional values; the profession becomes the dominant reference group, and the opinions of outsiders become unimportant. Less than a majority in any profession move completely from the second to third phase, according to Simpson.

Snyder, Douglas S. "Selected Socialization Experiences of Medical Students and Their Conceptions of Professional Responsibility." Ph.D. dissertation, University of Washington, 1967.

Investigates some of the socialization experiences believed to influence the medical student's conception of professional responsibility. Certain conceptions of the professional's relative obligation to discipline, colleagues, clients, and society are regarded as being formed by presocialization experience, some by participation in professional activity during the training period, and some by exposure to specific socialization agents after entering training. Exposure to socialization agents was found to have the most influence on the development of concepts of professional responsibility. Snyder concludes that the concept of role learning has considerable utility in the study of professional socialization.

Wallace, Samuel E., "Reference Group Behavior in Occupational Role Socialization." Sociological Quarterly 7 (Summer 1966):366-72.

Reports a study testing the hypothesis that an individual will adopt values of a group to which he wishes to gain acceptance. Law students who intended to practice law and those who did not were compared for differences in patterns of behavior, and a statistically significant difference in values was found.

Wolensky, Robert P. "Professional Confidence and the Graduate Student's Double Bind." Revision of a paper presented at the Annual Meeting of the American Sociological Association, New York, August 30-September 3, 1976. Bethesda, Md.: ERIC Document Reproduction Service, ED 138 525, 1977.

The socialization of graduate sociology students is examined to determine why graduate students often lack professional confidence and maturity. Current structure of

sociology is presumed to include a double bind which hinders the student's development of professional self confidence. The discipline projects an image of shapeless complexity with a great amount of knowledge beyond reach, while the primary goal of the graduate student is to tie up all these loose ends. Wolensky recommends improving student and faculty awareness of this double bind and reforming examination procedures, degree requirements, and curriculum structure.

Wright, Charles R., "Changes in the Occupational Commitment of Graduate Sociology Students: A Research Note." Sociological Inquiry 37 (Winter 1967):55-62.

Changes in occupational commitment among a group of first-year graduate sociology students were studied by personal interview, questionnaires, case studies and documentation of subsequent membership in ASA. Analysis focuses on the retention or loss of commitment to sociology as a career. Students who enter graduate school with a preconception of sociology that does not fit the model of the discipline portrayed by that school are most likely to lose interest in the field as a career. Wright suggests further research to discover conditions under which professional and graduate schools can redefine a field for the student without losing recruits in the process.